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E-Political Caricatures-Assisted Cooperative Learning: Disengaging EFL Learners from Individualistic, Competitive and Racial Discrimination's Learning Settings

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Abstract

This qualitative research was aimed at reviving the principles of cooperative learning in the English class and critically studying the effects of it on the learners' learning process and language skills. A number of 25 English learners were purposively selected as research participants. Journal writing, observation, and interview were techniques for collecting the data. Miles and Huberman's model was a way of analysing the data while triangulation (credibility and dependability) was the strategy for qualifying the finding. The findings indicated that the e-political caricatures-assisted cooperative learning requires authentic and global learning themes. It improves the qualities of the learners' global awareness, intercultural competence, communication skills, collaboration (team building, capitalisation on one another resources, deep learning, mastering language knowledge or competence and skills of English), critical thinking skills, and creativity (4Cs). It then leads the learners to active learning, project and problem-based learning, and develops digital skills and digital literacy skills. When compared to the previous language skills, the levels of the learners' English language performance were between "intermediate" (22 learners) and "proficient" (three learners). These results signify that cooperative learning strongly enhance the learners' language competence and skills of English and inspire them to collaboratively work and learn regardless of differences. In conclusion, the cooperative learning treats equally all class members, understand and accept differences in race, level of language skills, intelligence, etc., to

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achieve the shared learning goals, and further encourage learners to construct the knowledge and skills of English collaboratively.

Keywords: Cooperative learning, EFL learners, individualistic, competitive, discrimination, learning settings.

1. INTRODUCTION

The factual underlying principles of putting forward this research are strongly grounded on the following rationales. Firstly, pedagogically, learning activities in English classes should have been well managed and organised to enable EFL learners to academically and socially possess English language learning experiences (Gillies, 2016). Secondly, this is to stay English teachers away from having poor classroom management, from spending so much time talking to his/her learners, from having EFL learners attentively listen to their teacher's talks and lectures. Thirdly, English class activities are more likely to prefer transferring knowledge to facilitating learners' learning and this has been likely going on for years. Such a condition increasingly zooms out an opportunity for each learner, whose class member amount from 25 to 35 people with learning duration set for 3 hours per meeting, to have little time to disclose and discourse on the ideas of theirs.

Fourthly, there seem a few learners that are fond of establishing and maintaining an individual learning endeavour (approach) and cognition rather than collaboratively constructing the language knowledge and skills of English with their peers and or classmates. The strong desire and large ego to learn individually arise because they realise that they have already understood and mastered English knowledge and owned flawless language skills of fluency and coherence, extensive lexical resources, comprehensive grammatical range and accuracy, and correct-agreed-upon sequences of English pronunciation in disclosing and discoursing on their ideas. The self-centredness arises due to processes of acquiring (learning and developing) such knowledge and skills of English that have started from joining, attending, and participating in various English training courses and activities for years at the informal English language centres and these make them better and perfect than other students. The teacher is usually more likely to warmly welcome such high-achiever learners' behaviours and endeavours. Fifthly, the individual learning endeavour (approach) and cognition have undoubtedly triggered competitive learning among the learners. They strive for contending with the other learners for being the best in learning, in asking questions and answering them, in doing assignments, in having and reading a lot of sources, in conveying, discoursing on, debating, and defending the ideas, in looking for teacher's full attention and, definitely, in obtaining the highest grades. High-achiever students, if the truth be told, actively engage and participate in the English class activities and these kinds of behaviours are essentially rational so that they are motivated to retain and get hold of their learning achievement. These are the criteria indicating their levels of achievement.

Sixthly, although there are slight gaps between low and average-achiever learners and high-achiever ones, low and average-achiever learners should have not made the gaps as the hurdles and impediment in making efforts to try very hard to learn and practice the knowledge and skills of English because learning by doing as philosophically expounded by an American philosopher, John Dewey, not by listening

and trial and errors of resolving learning difficulties will significantly improve their learning outcomes and achievement (DuFour et al., 2016). The facts are they, on the contrary, flop to be inspired and motivated to follow high-achiever learners' learning efforts, behaviours, engagement, and participation. Instead of imitating the ways high-achiever ones learn, they are more likely to choose quiet, to be passive, to listen a lot, and to accept what a teacher and a few high-achiever learners put forward. Apparently, they are not persistent to change their own learning behaviours or the ways they learn. They seem to just let their critical problems go without looking for solutions and way-out being able to encourage them to actively participate and engage in the English teaching-learning processes. Similarly, the teacher always provides learning support, driving force, and a call so that each learner is more aware of the urgency and importance of taking this kind of English class. The teacher keeps advising them to practise reading, listening to, speaking and writing a lot, have them to imitate the ways high-achiever learners learn and practise the skills, enjoin them to read English resources and get them to discuss the findings, the issues, opinions, and or ideas with the classmates. The advice and the call will, however, fully work well if the English teaching-learning strategies that can best help them resolve their critical English learning difficulties are designed, developed, and implemented straight away. Unfortunately, learners took no heed of the teacher's advice and call. The fact has it that the ELT and learning approaches, methods, strategies, and techniques are urgently required to help low and average-achiever learners improve and develop the knowledge and skills of English.

Lastly, as anticipatory and preventative steps, the introduction of intercultural competence must be the key part of the ELT and learning program and as instructional approaches, cooperative learning plays a critical role in constructing the EFL learners' intercultural competence. In the cooperative learning approach, the learners, both high-achiever learners and low and average-achiever ones, will be capable of inter-culturally and socially establishing two-way communication to effectively accomplish the expected and shared learning goals. Subsequently, this approach strongly encourages all learners to learn and work in peers or small groups to collaboratively construct the knowledge and skills of English. Besides, this learning method is capable of aiding learners to easily recognise, understand, and accept the other learners' conditions, attitudes, characteristics, culture, religions, and or human race or race relations. Moreover, it places emphasis on approaching learners to have an open-mindedness about other learners' works, ideas, comments, or suggestions. It also arouses the learners' social learning enthusiasm for sharing information and knowledge: discussing, analysing, and evaluating one another's ideas and works. Equally important, such a cooperative learning method can build learners' academic and social learning experiences fully involving higher-order thinking skills (creative and critical thinking skills) and bring them a sense of learning to deeply understand the effects of culture on one's behaviour, belief, and values. Finally, it can importantly and practically prevent any kinds of practices of treating one learner or group of learner less fairly or less well than other people or groups or racial discriminations (Chiu, 2008; Deardorff, 2009; Gillies, 2016; Messner & Schäfer, 2012; Ross & Smythe, 1995; Spitzberg, 2000).

Accordingly, the research question of this study is, "What were the online political caricatures-assisted cooperative learning's key effects on the EFL learners' language learning of English?"

The authors do believe that the cooperative learning approach is, therefore, an effective and practical way of diminishing the social, intercultural, and intellectual (academic) gaps between low and average-achiever students and high-achiever ones. Teacher's critical teaching roles are to, on the other hand, facilitate learners' learning, provide learning supports (scaffolding) and training rather than focus on transferring knowledge. The study, under those circumstances, aims at, firstly, establishing the learners' awareness of the importance of learning cooperatively and, lastly, improving and enhancing the learners' knowledge and skills of English.

2. LITERATURE REVIEW

2.1 History of Cooperative Learning

Historically, Allport, Watson, Shaw, and Mead were educationalists who firstly theoretically constructed the idea of cooperative learning. They did believe that cooperative learning, strongly underlining "the group work," is more effective and practical than learning or working alone. Similarly, [May and Doob \(1937\)](#) disclosed their research finding that the people (learners or workers) who worked collaboratively were easier to get hold of their shared goals and their learning achievement than those who individually worked to accomplish the desired targets of learning. Another of their finding indicated that the high-achiever workers or learners were likely to show individualistic and competitive behaviours and this should be teachers' major concern so that these kinds of behaviours will not occur and teachers can trim it down if it has a potential leading to individualistic and competitive learning behaviours. All learners should be capable of learning and constructing their knowledge and skills cooperatively so that expected instructional objectives in the speaking learning processes are socially and constructively realised ([Gilles & Adrian, 2003](#); [May & Doob, 1937](#)). The idea of learning cooperatively has long been conceived before World War II. Likewise, [Sharan \(2010\)](#) shortly explicates that, in 1930 and 1940s, educational philosophers and psychologists like John Dewey, Kurt Lewin, and Morton Deutsch disclosed that learning cooperatively critically and democratically affect the learners' knowledge and social skills mostly used after schools (real-world life) as they will be more active recipients of knowledge rather than being passive learners of information wherein the learners listening to their teacher's talking. Discussing and sharing the knowledge and actively engaging in the learning processes are key parts of learning cooperatively in acquiring knowledge and skills (English).

Furthermore, [Lewin \(1947\)](#) affirmed that cooperative learning contributes to establishing a social relationship between teachers and learners and between learners and other learners and this is a way-out of achieving their desired learning targets. [Deutsch \(1949\)](#), as cited in [Sharan \(2010\)](#), asserted that this proposal strongly contributes to the learners' positive social interdependence in constructing the group member's knowledge and skills of English. Additionally, [Johnson and Johnson \(1975\)](#) acknowledged that cooperative learning contributes to improving mutual respect, communication skills, high understanding, acceptance, and supports of others and creating learning strategies amongst group members are. This is in line with [Johnson and Johnson \(1994\)](#)'s idea regarding the five elements of cooperative learning covering learners' positive interdependence, individual and group accountability, face-to-face or promotive interaction, social (interpersonal) skills, and group processing. These

elements are critical for meaningful group learning, achievement, higher order thinking skills (HOTS), cognitive skills, and personal and social skills. Cooperative learning approach not only best applies for low and average-achiever learners but also helps high-achiever ones to diminish individualistic and competitive learning behaviours and establish their social interaction, positive trust, and emotional engagement with other learners (Johnson & Johnson, 1975; Johnson & Johnson, 1994).

2.2 Theoretical Base of the Cooperative Learning Approach

Theoretically, as a major part of the cooperative learning approach, social interdependence theory discloses that learners' learning achievement and outcomes in the instructional process are greatly influenced by themselves and other learners' assistance. The theory is split into two types. The first is positive interdependence endorsing learners' behaviours of achieving shared learning goals, whereas another one is negative interdependence. This opposes the former where learners' behaviours impede the other learners' learning goals and achievement. Furthermore, this theory should be segregated from other social theories where social dependence is an idea where person B and person D, for example, strongly affect each other in achieving joint goals, while the social independence theory posits that person D and person E are unaffected each other in achieving common (learning) targets. The social helplessness, on the other hand, is an idea explicating person (A) and other persons (A, B, C, D, E) who are unable to help out one another in accomplishing the joint (learning) targets (Johnson, 2009). Likewise, the "interdependence" dynamically results in achieving the joint goals (Lewin, 1947, p. 5-41).

Principally, as a part of cooperative and collaborative learning, positive interdependence, supporting and helping each other to achieve group goals, facilitates all group members to individually and collectively perceive and benefit from studying and learning together. The success of each member of the group, nevertheless, is determined by his or her own dynamic and self-motivated learning participant and engagement. Besides, group setting upholding the substitutability (other learners' actions are replaced by hers or his/other learners and new positive energy complete others), positive cathexis (another positive energy invests in one's self), inducibility (open-mindedness to influence and being influenced by others) physiologically affects learners' learning process. Individualistic and competitive students who impressively embrace negative interdependence and strongly repudiate the substitutability, positive cathexis and inducibility, on the contrary, attain their learning's success through other learners' failure as their competitors because they think that their learning achievement and success have very few or even no strong correlation between theirs and other learners' motivation, assistance, engagement, participation, and supports. Shortly, one's success does not depend on other people's interventions (Choi et al., 2011; Deutsch, 1949; Johnson et al., 1998; Johnson & Johnson, 2009; Johnson & Johnson, 2000). The positive interdependence (cooperation), therefore, is the key idea of successfully attaining cooperative learning since it upholds promotive and social interaction values among learners to complete assigned tasks. Consequently, it supports the success of other learners, improves productivity, and leads to the highest learning achievement in groups (Hwong et al., 1993; Johnson et al., 1998; Johnson & Johnson, 2009; Mustafa & Samad, 2015).

Practically, the techniques of applying the positive interdependence in English language classes include providing learners or group members common incentives (if a learner gets expected score, all group members will automatically receive the bonus), dividing learning resources (each is obligated to share their learning materials and other critical resources to other group members so that a learning and discussion process takes place and runs well), and complementary roles (each is forced to share information, experience, knowledge, and skills to other group members aiming at achieving the shared learning targets) (Johnson et al., 2007). Afterward, positive interdependence has four strategies. The first is a positive goal interdependence applied when learners have shared goals and think that the group is critical in attaining the goals. The second is positive resource interdependence which aims at providing each member of the groups with learning materials exploited to accomplish assigned tasks. The third is the positive role interdependence promoting a sense of responsibility for each member of the group by tasking interrelated roles for each in finishing a common project. Positive Identity Interdependence is the last strategy for infusing a sense of brotherhood, friendship, and loyalty in doing tasks in the group, and this feeling is expressed through the motto, slogan, etc. (Johnson et al., 1998; Johnson et al., 2007).

Individually, cooperative learning's positive interdependence gives several benefits in English classes. Firstly, each learner trusts other learners or group members behave trustworthily; both qualities are two ways of aiding other learners and holding the team (group). Secondly, it stimulates learners to learn seriously since they understand that the group depends on them. Thirdly, it promotes higher-order thinking, critical, and creative skills. Fourthly, it leads to long-term memory and eggs on group members' enthusiasm to perform demanding assignments. Fifthly, it provides chances to listen to other group member's multiple standpoints. Sixthly, it compares and contrasts other learners' reasoned arguments, ideas, conclusion, and aids to uphold high-quality decision-making, to skilfully resolve problems, and to improve creativity. Lastly, it diminishes apprehension, constant worry, and nervous tension during learning and performing and impacts on learners' psychology and health (Johnson & Johnson, 2009; Johnson et al., 2007). Similarly, Johnson and Johnson (2009) disclosed the advantages of using cooperative learning's positive interdependence in a learning team or group. The first advantage is that the performance of each group member affects the group itself. S/he builds responsibility's force to improve one's effort to achieve shared learning goals. Each member is personally responsible for the group's learning achievement. The second gain is that it enhances the group's learning productivity and achievement. The third benefit is that it emphasises on research and development, innovation, and invention. The fourth advantage is that it can produce productive conflicts which can in turn result in respecting others, achieving goals, learning outcomes, positive attitudes, and integrative agreements. The last advantage is that it can produce social relations and supports of each other, growing a sense of deep understanding of people from different races, social classes, skills, and gender' groups.

Collaborative learning is another benefit of taking cooperative learning's positive interdependence into the EFL classroom, especially in the English classes. Collaborative learning allows the students to learn or attempt to learn with their peers, groups, and or other classmates. A learner may capitalise on other learners' sources like sharing information (knowledge), analysing one another's points of view, and

critically examining one another's works. Knowledge can be methodologically and environmentally constructed within a group where each should be actively involved in shared learning goals and tasks, sharing ideas, experience, and skills and take on loop-sided roles. Each learner depends on others, encourages face-to-face interaction, synchronous and asynchronous discussion through the online forum, chat rooms, etc. Essentially, the students, in collaborative learning, work collaboratively to search for comprehension, meaning, and resolving the problems, evaluating and creating ideas and artifacts of their learning. The study teams, debates, group projects, problem-solving, collaborative writing, and other productive learning activities are the critical scopes of collaborative learning closely relate to the cooperative learning (Chiu, 2008; Chen & Chiu, 2008; Chiu & Khoo, 2005; Chiu, 2004; Chiu, 2000; Dillenbourg, 1999; Ghahraman & Tamimy, 2017; Harding-Smith, 1993; Mitnik et al., 2009).

2.3 Types of Cooperative Learning

Practically, there are several techniques which can be utilised for creating teaching and learning practices in the cooperative learning approach. The first technique is Think-Pair-Share (TPS), which is an original work of Lyman (1981). He explicated that in TPS, learners working in a group of four or six learn through asking and answering questions and real-life problems. The ideas or the answers are brainstormed and written down. They then share, discuss, analyse, and evaluate the ideas/answers to other group members and finally create new ideas (or artifacts). After the group's dialogue, the teacher, as a facilitator, asks for a class discussion. Each learner in each group is called on articulating their ideas, while others are listening to the presenter (asking a question, debating, or defending the ideas). After going through these processes, the learners are provided with time to reflect on their learning.

The second technique is Jigsaw which was invented by Elliot in 1970, i.e. The Jigsaw Classroom (Dabell, 2018). This is a research-based cooperative technique whose critical educational goals are to trim down racial conflicts, increase learners' learning outcomes, improve learning gaps and students' poor performance, minimise absenteeism, establish social interaction, promote mutual respects, like for school, and eradicate bad stigma against certain racial groups. In the heterogeneous jigsaw home groups, firstly, learners who come from different human races and race relations (diverse culture, religion, gender, economic condition, knowledge, and skills) are put in a group of four or six. Secondly, one learner is appointed as a leader. Thirdly, the day's lesson is split into several sections, for example, the English learners are going to learn "types of sentences." The types of sentences are then split into stand-alone segments on (1) simple sentence, (2) compound sentence, (3) complex sentence, (4) compound-complex sentence. Fourthly, each student is tasked with taking one segment and confidently having direct access to his/her own segment, i.e., (1) simple sentence. Fifthly, learners are provided with time to read and deeply comprehend their own segment (do not ask them to memorise). Sixthly, the "expert's groups" are temporarily formed by picking each learner up from jigsaw groups and asking them to join other learners assigned to a similar segment. These learners are then placed in these expert groups to learn, discuss, analyse, and evaluate a major point of their segment. The expert groups coach and train each participant (representative) of jigsaw groups to articulate the presentations they will bring back to their jigsaw groups. Seventhly, the representatives return to their respective groups. Eighthly, each representative presents

his/her segment to the group (motivate the member to ask a question for clarification). Ninthly, the teacher observes the learning processes. If problems are found, the teacher has the leader intervene or resolve it. Lastly, learning is authentically assessed by using various assessment tools (Schul, 2011).

The third technique is Jigsaw II. It is another type of jigsaw invented by Slavin (1986). This technique assigns the home jigsaw groups to learn the same materials by focusing on discussing dividing portions of materials. Each member group should be an expert on his/her assigned portion and s/he then teaches the materials to the other members of the jigsaw group (Schul, 2011). The fourth technique is Reverse Jigsaw invented by Heeden (2003). The idea is different from the original ones proposed by Aronson et al. (1978) and Slavin (1986). In essence, expert groups are empowered to teach all learners in the class (Heeden, 2003). The fifth technique is the inside-outside circle. It requires learners to form two circles, face each other (one faces his/her partner), answer, and discuss the teacher's questions alternately. This can be utilised to collect information, resolve a problem, or create ideas (Kagan, 1994).

The sixth technique is reciprocal teaching used to assist the learners to comprehend a (reading or written) text along with establishing social reciprocal relations between lecturers and learners through direct dialogue. In a small-group collaborative investigation, learners apply reading strategies (predicting, questioning, classifying, and summarising) to disclose the ideas of passages (construct the meaning of the texts) sent by writers or authors. This technique helps a teacher resolve learners' decoding skills (letters/words-sounds relationships: correct pronunciation of written words and meaning construction of a text by decoding/changing into their own words) and comprehension skills. Reciprocal teaching is an idea of Palinscar and Brown (1984). The seventh technique is the Williams. It requires learners to collaboratively respond to big questions where each group has different queries. The questions asked must improve the learners' cognitive and allow them to advance and fulfil their learning objectives.

The eight technique is Student-Team-Achievement Divisions (STAD), which requires learners to learn in a small group or team. A lesson is presented and followed by an assessment. The assessment is based on the learners' performance individually. The learners, however, are still in a group to learn as well as improve the group's performance overall (Kevin & Rosemary, 2009). The ninth technique is Rally Table aiming at encouraging group learning, team building, and cooperative learning. The last technique is the TGT (Team Game Tournament). As a small group exercise, learners study and prepare for a game. They are also given an incentive to learn some fun instructional materials. Due to a team game, none is to blame. This TGT aims at improving the knowledge and skills, establishing social interaction and self-esteem among the groups, reviewing and mastering the learning. In groups, high-achiever students contend with low-achiever ones and the winner will move to a high level and the loser will move to an easier level. This result will signify that the learners who are at the same levels, knowledge, skills, and motivation contend with each other. Practically, the high-achiever learners will contend with the high-achiever ones; the average-achiever students will face up to the average-achiever ones and the low-achiever learners will challenge the low-achiever ones (Slavin, 1995).

2.4 Why Caricatures?

Historically, exploiting the e-political caricatures – a satirical, sardonic, and humorous image of an object or person – which lexically stems from an Italian word, *caricatura*, meaning loaded portrait, in the English cooperative learning class has several rationales. The first rationale for exploiting e-political caricatures-assisted cooperative learning is that the researchers expect the learners to deeply appreciate the historical values clinging to the artworks (masterpiece) academically. Jacques Callot was the first Nancy, the Duchy of Lorraine French's caricaturist initiating the ideas of illustrating, exaggerating, or distorting the essential real meaning and fundamental nature of an object (thing) and or a person (someone). Leonardo di ser Piero da Vinci – Italian Polymath of the Renaissance – was, however, the earliest Italian caricaturist looking for a person with deformity exploited as a model in his artistic works. The caricatures the artists paint to create and send humorous effects or political statements to his/her readers (Chisholm, 1911; Lynch, 1926) and this is very appropriate to stimulate the learners' HOTS. The second rationale is to grind and build up EFL learners' pragmatic competence in disclosing and interpreting the caricaturists' intended meaning. The understanding of the contexts, deictic expressions, and other critical elements of pragmatics determine the illustration (visual image) of readers' success of dismantling the caricaturists' intended meaning (Levinson, 1983).

The third is to facilitate EFL learners to increase their cognitive, affective, and sensory (psychomotor) domains. In the cognitive domain (knowledge-based), it expands from remembering, understanding, and applying to analysing and critically examining (evaluating) the caricatures. It then helps the learners create (construct) new ideas and interpretations. In terms of the emotion-based or affective domain, the students do not only passively pay attention (receiving) but also are encouraged to actively participate or engage in the learning process (responding), value (valuing) the facts, knowledge, and information, synthesise (organising) the different tenets, and build (characterising) their abstract knowledge. In the psychomotor domain (action-based), the learners will have skills of guiding their motor activity (perception), being ready to perform or articulate their ideas (set), imitating, doing trial and error and practicing (guided response), having self-confidence and proficiencies (mechanism), building complex overt response, altering ideas (adaptation) and creating (originating) new ideas (Bloom et al., 1956).

The fourth reason is to easily develop the EFL learners' language skills of reading a satirical, humorous, and visual image, writing new concepts and ideas, listening to other learners' clarification and explanation, and speaking (sharing, articulating, and communicating) ideas in front of other learners and teachers. Besides, it helps them to practically and sensibly apply, critically analyse, and examine correct uses of English grammar and syntax. It is a trouble-free way of improving their vocabulary knowledge (Owens, 2016). The fifth is to help the learners to deeply appreciate the people (learners) of other culture and this strongly deals with developing the learners' effective intercultural communication and intercultural competence (Tran & Seepho, 2016). Finally, Gokhale (1995) implicitly explicated that various types of learning media including e-political caricature strongly promote active learning, project and problem-based learning, and social and collaborative learning amongst EFL learners in accomplishing and achieving shared/common learning targets (Gokhale, 1995).

3. METHOD

3.1 Research Design

This study employed the qualitative research paradigm (Strauss & Corbin, 1990) placing emphasis on explicating the meaning of the e-political caricatures-assisted cooperative learning towards the EFL learners' academic and social learning experiences along with its constructive impacts or the added values on improving the learners' English language skills.

3.2 Participants

The 2nd-year Politeknik Negeri Padang English Department students amounting to 25 research participants were purposively selected. The diverse levels of the learners' language skills, learning motivation, learning achievement, finance, culture, and race were the major reasons for judgementally deciding on using the purposive sample (Marshall, 1996). Besides, these 25 research respondents could enhance the researchers' understanding of the phenomenon being studied and best informed the research question proposed (Sargeant, 2012). Politeknik Negeri Padang was the locus of the research. The research and instructional processes lasted for 5 months.

3.3 Data Collection

The data were collected using observations and interviews. The researchers interviewed the learners to explore their experiences and views (belief and judgment) on effects of the e-political caricatures-assisted cooperative learning towards the academic and social learning experiences along with its constructive impacts or the added values on improving the learners' English language skills. Moreover, the researchers used participant observation to confirm the data taken from the interview by being complete participants. The researchers observed how the learners cooperatively and collaboratively learn, share, communicate, construct their knowledge and skills of English, and socially establish their relationship, interaction, and rapports (build a good relationship in which they were able to understand each other's ideas, feelings, or emotion very well). The observation was the way of understanding the natural phenomenon by studying the learners' behaviours in everyday learning contexts. Additionally, the researchers used journal writing as a data collection technique. This article was meant to note down the researchers' research reflections and students' ideas, beliefs, and responses to the research in progress (Hammersley & Atkinson, 2007). The researchers themselves were the key instruments in collecting the data.

3.4 Data Analysis Procedures

Theoretically, research data analysis had been carried out since the researchers went into the data collection stage and this is customarily called ongoing activities occurring throughout the investigation processes. Subsequently, the researchers adopted Miles and Huberman's (1994) model of data analysis techniques consisting of

three key stages namely reducing all data that were lacking or not relating to the research, presenting it in tabular form to make the researchers easier to understand what was happening or plan for further activities, and concluding the results of the interim research. Triangulation (credibility and dependability) was the strategy for verifying and qualifying the research finding. Triangulation – the uses of multiple methods or data sources – was employed to aid the researchers to comprehensively understand, cross-check, and or test the validity and reliability of the qualitative data and research findings. Focus group discussion and in-depth interviews were methods or data source triangulation used in this study (Carter et al., 2014; Devers, 1999).

3.5 Instructional Procedures

The teaching and learning procedures were meant to, firstly, observe the instructional processes. Secondly, it was to set up and maintain effective learning activities. Thirdly, it was to have both sides (teachers and learners) recognise what they were going to do, run the classroom, and follow the learning procedures. Lastly. This was designed to promote positive relationships between teachers and learners and amongst learners, to build learning productivity, and keep them safe, save time, aid them to know what they expect, and create a very lively and stress-free learning atmosphere. More importantly, the designed procedures increased instructional efficiencies and effectiveness.

Table 1. Teaching and learning processes and activities.

Phases	Teaching and Learning Processes and Activities
Phase 1	<p><i>Pre-teaching</i></p> <p>The teacher and learners collaboratively set the learning objectives to reach the targeted learning goals.</p> <p>The teacher and learners set the number of group members.</p> <p>The teacher selected the group members.</p> <p>The learners were assigned to groups.</p> <p>The teacher and learners acceded to and set the e-political caricatures as the major learning materials to encourage positive interdependence.</p> <p>Each learner set their own roles in the group and this should refer to the mutual agreement (the roles had to be mutually agreed upon).</p> <p>The teacher gave the learner the works (tasks) to do and to perform.</p> <p>The teacher explicated the indicators of effectively achieving the tasks.</p> <p>The teacher elucidated the essence and the importance of cooperative and collaborative learning so that learners collectively and individually can achieve shared goals and learning satisfaction.</p>
Phase 2	<p><i>Whilst Learning</i></p> <p>The learners built their short and long-term memories, perception, cognition, knowledge, and English-Speaking skills through remembering, understanding, applying, analysing, evaluating, and creating.</p> <p>Each learner has had political caricatures accessed online.</p> <p>Each learner read the visual image individually (reading theories required).</p> <p>One of the group members brought up the triggers for critical thinking (thesis).</p> <p>Each learner was obliged to counterattack the thesis and provided the reasoned arguments (antithesis) or each was obliged to provide key arguments for why s/he backed up the thesis proposed (communication and speaking theories and skills required).</p> <p>Each learner gave his/her a 2 to 4 minutes English presentation in the group, others listen to, ask and answer questions (debating was required if any) (communication and speaking theories and skills required).</p> <p>Back to the group, discussed and resolved the problems (communication and</p>

Table 1 continued...

	speaking skills required).
	Looked for other online sources and read them (digital skills required).
	Penning a 5-paragraph English essay as a group's minutes of discussion (writing skills required).
	Wrote a group's (PowerPoint) presentation (writing skills required).
	Checked writing (critical) issues (linguistic competence required).
	Were ready to give presentations in front of the class, ready to discuss, debate and defend ideas with reasoned arguments.
	The teacher or experts' students provided language coaching and scaffolding to the low-achiever learners.
Phase 3	The teacher monitored and observed the individual and learners (groups) learning. <i>Class Presentation and Discussion</i> Each group presented theirs, others listened to the group's presentation and noted important information and knowledge. Question and answer (answered, clarified, explained; responded, debated and defended).
	The teacher or experts' learners provided language coaching and scaffolding to the low-achiever students.
	The teacher monitored and observed the individual, class presentations, and discussions.
Phase 4	<i>Post-Teaching and Learning</i> Teacher's feedback. Learning reflection. Conclusion. Performance assessment (This assessment took place in phases 2 and 3 and the fluency & coherence, lexical resource, grammatical range & accuracy, pronunciation are the criteria for assessing the students' English skills).

4. RESULT AND DISCUSSION

The research report divulged three critical findings referring to the research proposed. The key effects of the e-political caricatures-assisted cooperative learning on the EFL learners were to motivate them to construct the knowledge, competence, and skills of English collaboratively. Besides, it importantly and practically enhanced the learners' collaborative learning involving project-based learning, HOTs, active learning, and problem-based learning, digital skills, digital literacy skills; intercultural competence; language competences comprising of pragmatic competence grammar (linguistic competence), vocabulary knowledge (lexical competence); and critical language (receptive and productive) skills of English.

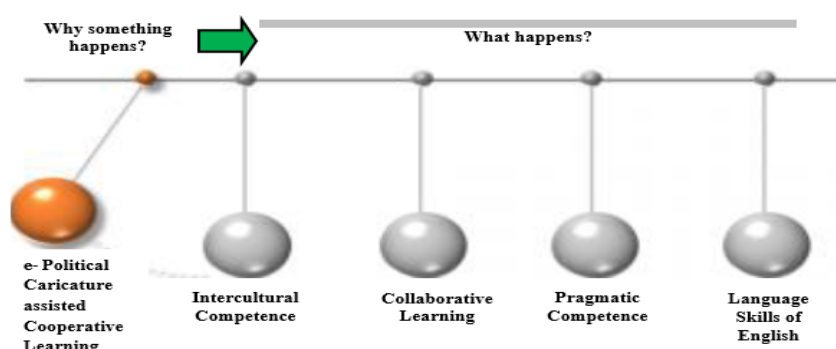


Figure 1. Cause and effect of teaching and learning the e-political caricatures-assisted cooperative learning.

4.1 Intercultural Competence

The 21st-century English language education and English Language Teaching (ELT) and learning emphasise the importance and urgency of collaborative learning. It seems unlikely to happen if the ways teachers teach English, the ways learners learn it, the ways learning media are exploited, and the ways teachers assess learners' learning outcomes still depend on the traditional ELT and learning principles although the researchers claim and still believe that such long-established and time-honoured principles of ELT approaches are the major keys to building and strengthening the theoretical foundations of language knowledge and retaining the cognitive realm of the learners (Renau, 2016). Unfortunately, such ELT approaches still maintain and uphold individualistic and competitive ways of learning and practising English. Moreover, it has less sensitivity to racial issues because the approaches do not include intercultural competence in English classrooms (Moeller & Nugent, 2014). The research, however, showed well-built growing signs of leading to shifting and moving the processes of ELT and learning English from the individualistic and competitive learning settings to cooperative and collaborative learning ones.

Intercultural competence is the major impact induced by the e-political caricatures-assisted cooperative learning because the main philosophical foundation in building and succeeding cooperative learning is a teacher and students' complete understanding of other socio-cultural conditions and this strongly links to the intercultural competence. The researchers still believe that the essences of foreign language learning in the Indonesian ELT contexts have not fully touched the critical domain of intercultural competence. As a result, it leads the learners to live in individualistic and competitive learning settings and this has been well-maintained for years and is considered as an educative learning achievement. Discrimination in the ELT and learning quietly ensued but did not think and believe in its own presence. It comes when the ELT and learning process go on and just disappears when the process is complete and so on. Implicitly, reluctance to learn and to share with the other (poor, mediocre, low and average achievers) learners of different religions, ethnicities, cultures, the way of choosing friends to associate, get along, sit together in the classroom, discuss, and interact based on their family's financial level and valuable ownership such as cars and so forth are a form of subtle discrimination whose manifestations are not sensed and perceived directly. This can be academically and psychologically disturbing although it does not endanger the security conditions of learners themselves (Deardorff, 2006). Deardorff (2009), theoretically, explicated that cognitive, affective, and behavioural skills of mindfulness (being critically aware of establishing two-way communication and social interaction), cognitive flexibility (creating new ideas), tolerance for ambiguity (providing an understanding of the real condition and others), behavioural flexibility (accepting one's behaviours to diverse culture), and cross-cultural empathy (judging someone from intellectual and emotional viewpoints) are directly established by communication across cultures. All of these skills are the results of the practice of teaching and learning intercultural competence.

4.2 Collaborative Learning

The cooperative learning exhorted the teacher to teach the intercultural competence to build the students' endeavours to work and learn cooperatively and

collaboratively and the results were very satisfying. The observations indicated that, first, the students knew culture self-awareness (my culture shaped my identity and worldview), culture-specific competence (skills of exploring and evaluating basic information about culture, i.e., history, education, values, belief, etc), sociolinguistic competence (basic local skills of non-verbal and verbal communication and other social norms), and global issues (explicating best practices of global issues towards the global forces). The second is that the students owned practical skills of listening, observing, and evaluating. They were also capable of analysing, interpreting, synthesising and critically thinking of other cultures and standpoints. Maintaining respect, openness, curiosity, and discovery were students' attitudes which were developed. As a result, they internally seemed more flexible or adaptable, sympathetic, making them approve of an ethnic-relative outlook, take care of each student, show strong loyalty, and tend to draw a conclusion of their discussion together, and develop externally intercultural competence. The learning does not lead to individualistic and competitive behaviours and practices and racial feelings and emotions.

Secondly, the teacher and students' better understanding of intercultural competence strappingly induced the natural inclination of collaborative learning amongst the students in peers-to-peers and groups of five. In the English learning atmosphere, the peers-to-peers and groups of five endeavoured to learn and study together. In contrast to the individualistic and competitive learning settings experienced all this time, the learners (low, average, and high-achiever students) enthusiastically participated in asking for questions and sharing one another information and knowledge, in courageously proposing ideas and proposals, even in confidently debating (opposing or counteracting) and defending their beliefs. Besides, they individually tried to analyse and evaluate others' ideas and written and spoken words which were then collaboratively exploited to construct their new ideas. The success and achievement of applying the cooperative and collaborative learning were because the peers and group members were capable of dynamically interacting and sharing the resources and playing their asymmetrical roles, keenly engaging in achieving shared learning tasks where each member of the groups was effected and determined by and responsible for other members, socially capable of establishing face-to-face interactions, and using digital devices like e-mail, WhatApps, online forums, chat rooms, etc., and, definitely capitalising on one another's authentic resources and skills. Another key aspect astonishing the researchers was that the students both individually and collaboratively learned and worked together to look for intellectual capacity, meaningful learning, and solutions to resolving problems and or critical issues they were encountering.

Theoretically, the idea, collaborative learning, was firstly academically stemmed from Lev Vygotsky's model of learning which is currently known as Zone of Proximal Development (ZPD for short) where implicitly the teacher or expert learners collaboratively learn and construct the knowledge and skills (Obukhova & Korepanova, 2009). The developed ZPD model tentatively occurs when one or a few students require their teacher's or their peers' (classmates with high skill set) learning assistances of understanding learning materials and of accomplishing increasingly difficult tasks. It is well realised that from every meeting, the learning materials and the assigned tasks have different levels of difficulties and these will become a psychological burden on every learner who has a low-level skillset in learning and doing them. The teacher or his/her expert classmates, afterward, lend her/his (the low-

level achievers) a hand in learning the materials and in accomplishing the assigned tasks they are attempting to succeed in understanding them until they no longer require a teacher or other expert learners' assistances of completing the tasks (Chaiklin, 2003). With this cooperative learning approach, the learners actively got involved in teaching-learning activities, easily interacted with their teacher and other learners of theirs, their ideas were more sense-making, were capable of developing their skills of resolving the problems faced both individually and collaboratively and could perform a certain task without asking for other assistances, provided them learning experiences and thought of building up their knowledge, skills, and strategies.

Furthermore, collaborative learning shifted the paradigm of learning English from the teacher to the learner-centred. All learning processes of English were learner-centralised. Consequently, the teacher and the learners strived to collaboratively build the two-way scholarly attempts and activities for establishing mutual assistance and mutual respect, searching for meaning, understanding, problem-solving, and building up (exploring, analysing, evaluating, and creating) the ideas (a product). This clearly illustrates that the instructional processes of learning English were not simply listening to the teacher's explanation, doing the assigned tasks, and evaluating (using standardized tests). It was, however, active learning underlining the constructive processes of learning and articulating (speaking) new information and knowledge in meaningful and purposeful ways, building English skills, promoting social interactions, mutual respect, and mutual assistance, being influenced by rich and authentic learning contexts, encouraging authentic activities, having real-world relevance and challenging tasks, bringing multiple and diverse standpoints, learning styles, experiences, and the background to the classroom, allowing social learning where the students were trouble-free to talk, discuss, and express their ideas, calling for students real involvement, engagement, and participation, getting to know and respecting differences through cooperation and teamwork, maintaining peer teaching where the expert students guided and provided learning assistance to their peers. More importantly, the processes of learning and the content coverage unwittingly have run side by side at the same time (Goodsell et al., 1992).

Thirdly, pedagogically, the e-political caricatures-assisted cooperative learning led to Higher-Order Thinking Skills (HOTs). Initially, the learners studied e-political caricatures individually at home. They were told to look for various sources, find information and the list, describe and define it (processes of remembering), understand and make sense of the information (processes of understanding), use the information in a new form or language when penning their ideas in pieces of paper (applying), take the information apart and explore their relationships (analysing and synthesising), critically examine the information and make their judgment (evaluating), and create their new ideas (creating). The results of their study were then discussed together in the groups. During the group and class discussions, learners were required to disclose and elucidate their ideas. Consequently, the groups' and class discussions strongly stimulate students to interact, communicate, debate, and defend their personal and groups' ideas and this is exceptionally constructive in the learning process. This is the right way to develop the students' HOTs, oral communication, self-management, leadership, teacher and learners-faculty interaction, long-term memory, self-esteem, social responsibility, understanding from diverse perspectives. More importantly, it prepares learners' real-world life, social life, and employment atmosphere (Center for Teaching Innovation, n.d.; Resnick, 1987). The applied approach and media required

complex evaluative skills of critically thinking in resolving the problems. The learners should analyse e-political caricatures individually and collaboratively to produce reasoned arguments, estimations, opinions, and ideas. To achieve these goals, the teacher applied the six Bloom's learning taxonomies in the process of building up the students' critical thinking skills, while carefully diagnosing the problems, critically examining them, having clear ideas (brainstorming) for finding temporary solutions, critically deciding the solutions best fitting the problems, and finally taking actions (Hereford, n.d.).

The key points of resolving the problems (problems of interpreting the caricatures) did not only purely solve the underlined or the defined problems but also place emphasis on developing the desired skills of English-speaking knowledge acquisition, enhance group's learning cooperation and collaboration, and two-way, social, non-verbal and verbal communication. Wood (2003) disclosed that identifying and defining terms, brainstorming, analysing, synthesising, critically evaluating, and creating ideas are Maastricht seven-jump processes of developing the learners' learning reflection and way of logical thinking and creating meaningful learning.

Active learning is the backbone of building and improving the students' HOTS and critical thinking skills in resolving critical problems and issues since they were actively participating (actively doing something, communicating and disclosing, debating and defending ideas, and performing their works) in the learning process. They did something and thought about the things they were doing (Bonwell & Eison, 1991). In interpreting the e-political caricatures, the students had to find and read online recourses (such as newspapers, magazine, etc), watch YouTube relating to the issues discussed, learn and study individually, and then collaboratively and cooperatively discuss those ideas in pairs and groups, and be enthusiastically engaged in resolving the problems. All these processes require HOTS tasks of taking the ideas and information apart and exploring their relationships, critically examining them and making decisions, and constructing their final reasoned arguments and conclusion. The applied method and medium in this research are highly purposive, reflective, negotiated, critical, complex, student-motivated, and well-engaged (Barnes, 1989).

HOTS being accompanied by critical and creative thinking skills, problem-based learning, and active learning come together because the e-political caricatures are the most important part of project-based learning. In this project-based learning, learners attained knowledge and skills of English, achieved deeper awareness and understanding through dynamic investigation and examination into real-world challenges and problems, studied the e-political caricatures by working together with their group members for extended periods to investigate and respond to the complex questions, challenges, or problems, integrated between knowing and doing, solved authentic problems, built important ideas; utilized digital tools to generate high-quality collaborative ideas, required critical thinking, problem-solving, collaboration, and various forms of communication, created the need to appreciate the critical content and skills of English, called for questions to learn and make something new, incorporated feedback and revisions, created ideas, and presented (articulating) their works (Yasseri et al., 2018).

Fourthly, this research better improves the EFL learners' digital skills. They had skills and got used to employing electronic devices such as networks to access and manage information and communication applications in supporting their learning processes. Such digital technologies facilitate them to produce and distribute some

digital content of theirs, digitally be in touch with and work together with other students and resolve the problems for efficient and innovative self-fulfilment in life, learning, work, and social activities at large (UNESCO, 2018). Fifthly, it affects the learners' digital literacy. This research encourages the learners to continuously connect with the internet and interact with cyberspace in meeting their learning needs and getting the information they need in analysing and critically examining the e-political caricatures so that they can produce scientific ideas in dismantling the caricaturists' intended meaning (Jenkins, 2009).

4.3 Language Competence and Skills of English

This study has extensive effects on the learners' language competence and skills of English. Pragmatic competence is the first competence acquired from the e-political caricatures-assisted cooperative learning. The learners focused on contextually studying the meaning conveyed by the caricaturists because the context is one of the causes of the meaning itself. Besides having a better understanding of structural and linguistic knowledge of grammar and lexicons, they had deep appreciations of performative utterances and speech act theory, conversational implicatures, talk interaction (conversational analysis), presupposition and implicatures, references of exophora and endophora: anaphora and cataphora, semantic-referential meaning and indexical meaning, Peircean Trichotomies of the icon, index, and symbols, Silverstein's pure sex, deference, and affinal taboo indexes, Jakobson's six functions of language affecting the speech events, cooperative principles of Gricean maxims of quality, quantity, relation (or relevance) and manner. These are the areas of interest accompanying the contexts of speech events (Yule, 1996). The key themes were introduced to be then studied independently and discussed collaboratively in groups. This research helps the learners develop their authentic vocabulary knowledge closely linking to politics, education, global issues of animal rights, sexual abuse, ICT, war, commerce, etc. Furthermore, cooperative and collaborative learning requires English skill and this naturally demands them to have good verbal communication to discuss problems and issues as well as present and articulate their English ideas. As a result, they can achieve shared learning goals. Cooperative learning practically helps and motivates many passive learners to (learn to) convey (speak or communicate) their English ideas actively.

Listening is another skill that improved when the learners were taught by using cooperative learning. Listening skill helps the learners to understand information and knowledge disclosed by their group members and other groups. They not only listened to the sounds and words articulated but also had the motivation of listening (affective listening) to other members and groups, understanding, receiving, and interpreting the contents and other rational passages (cognitive dimension processes), providing responses to others with (nonverbal) and verbal feedbacks (behaviour domain) (Halone et al., 1998). It also developed learners' writing skills. They could propose a good title and write a good paragraph and essay. They applied academic writing theories authored by Oshima and Hague (1991) and Lane and Lange (1999). The writings had good vocabularies, correct grammar, US/AM spelling, and perfect punctuations. The learners' writing styles such as the choices of words, sentences, and paragraphs, effectively convey the meaning and these keep readers engaged more as the ideas expressed were trouble-free, obviously, and persuasively (Sebranek et al., 2006).

The e-political caricatures require reading comprehension but have little difference from previous reading theories. Here, the learners first processed the caricatures or images to recognize their meaning through critically examining the image (subject) and the text (caption, text bubble, label, etc), diagnosing the part of an exaggeration, and studying the issues and messages sent. They dismantled the meaning of words used, identified references, or related them to the pragmatic studies. Making connections, questions, and answers (Q&A), synthesizing, and inference is strategies best to help learners to shed light on the caricaturists' intended meaning (William, 2009). In terms of speaking skills, the students could speak and communicate their ideas with a few hesitations and pause. Also, they used correct grammatical and lexical cohesion, extensive lexicons, etc. The learners' accents were clearly understood by the teacher and all groups' members.

5. CONCLUSION

The 21st-century language learning education paradigm has shifted from individualistic and competitive learning to cooperative and collaborative learning. This paradigm shift aims to accommodate all the learners' learning interests without discrimination. Moreover, comparing learners' socioeconomic status and other practices of discriminatively treating the poor, low, and average achiever learners have no place in the latter approach so that they can learn collaboratively and establish social interaction and reciprocal communication amongst them comfortably. The cooperative learning places the learners in groups' learning and assigns them to collaboratively work and learn in completing and achieving the targeted learning goals and shared tasks with taking a relatively long time to complete (several days). All group members felt responsible for their own and groups' endeavours, motivated and endorsed one another, egged on class discussions and face-to-face interaction. Each member was moreover accountable for doing and completing his/her part, while the group was responsible for fulfilling its shared learning goals. Interpersonal, social, and collaborative skills were required to construct knowledge and skills. The learners individually and collaboratively analysed their skills and abilities to learn together. The class was owned by the learning groups of the learners. The ownership opened access to learners to actively engage in learning processes, propose, debate, defend, discuss the ideas, and resolve the solutions. They capitalised on one another knowledge, skills, and resources. These were all well planned because class activities were managed into academic and social learning experiences.

Finally, after going through these processes, the achieved results are that the learners were capable of effectively establishing apt communication with students of other races and diverse socioeconomic backgrounds. The linguistic knowledge of pragmatics, English speaking skills, and other English language theories accompanying them was collaboratively constructed. This was proven when the levels of the learners' English performance was between "intermediate" (22 students) and "proficient" (three students). These results were pretty good and very satisfying. All these learning processes and English knowledge and skills' construction involved HOTs of analysing, evaluating and creating, complex hypercritical skills of critical-creative thinking and problem solving (project and problem-based learning and active learning), digital skills and digital literacy skills. These achievements strongly signify

that this study strongly provides the EFL learners with chances to develop their intercultural competence, collaborative construction of English knowledge and skills involving HOTS, digital and literacy skills, and genuine learning experience which will aid them to successfully achieve their future careers.

The significance (practical applications) of the research findings (results) signifies that managing classroom and learning activities into cooperative learning group can help both the poor, low, and average-achiever students and high-achiever expert students have senses of responsibility and confidence in their own worth (values), abilities, and self-respect (self-esteem) individually and collaboratively. Besides, socially, they have a strong sense of brotherhood, loyalty, and caring for other students. A sense of having effective and appropriate communication and of appreciating other students' beliefs, cultures, social stratification, socio-economic status, diverse backgrounds, and differences can lead and guide them to work and learn together for attaining their learning progress, achievement, and other mutual benefits. Cultural self-awareness can show the way to understand his/her culture as well as to censor anything unacceptable for other cultures. Such understandings enable them to interact with each other, establish healthier social relationships with the teacher and peers, and have excellent communication amongst them. As a result, these result in psychological and physiological health, self-esteem, learning motivation and satisfaction, the willingness to capitalise on each other's learning resources in increasing intercultural awareness, improving collaborative learning, HOTS, critical-creative thinking skills, digital skills, digital literacy skills, constructing English (linguistic and pragmatic competence) knowledge and skills, higher individual, peers, and group learning outcomes and achievements and recognising it (cooperative learning) as a critical part of real-world life. Cooperative learning is one of the ways of making the students as a global and digital society.

However, the limitation that should be noted is that this research has not yet focused on and comprehensively placed emphasis on disclosing the strategies the students used to acquire the authentic vocabulary knowledge along with enhancing their productive and receptive skills of English. For future research, the study, therefore, offers, encourages, and suggests the language teachers/lecturers of English further qualitatively or quantitatively (Classroom Action Research) diagnose and investigate the multiple effects of e-political caricatures-assisted cooperative learning on the students' four essential language skills of English. Time constraints mainly caused the authors to have limited access to the data or the respondents.

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